



Moston Lane Community Primary School - Headteacher Recruitment Pack -



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welcome

Thank you for your interest in the position of Headteacher at Moston Lane Primary School. Moston Lane is a vibrant and family-friendly school with a strong sense of community and established values. Due to the well-deserved retirement of our current Headteacher, we are seeking an inspiring leader to join our team and further enrich our exceptional school culture

We are looking for someone who thrives on building upon a strong foundation and inspiring others. As outlined in the job advertisement, the ideal candidate will possess the following qualities:

Leadership: A visionary leader who can embrace and expand upon our school's existing values, fostering a caring environment where the welfare of children and staff is central. A visible, positive, and approachable presence, committed to building a strong sense of collaboration throughout the school community.

Educational Passion: Passionate about creating a welcoming and inclusive space where all children feel valued and empowered to learn. A data-driven leader who uses information to refine and elevate existing programs, ensuring all students reach their full potential. Someone who fosters a love of learning and a growth mindset, while also recognizing the value of existing successful practices

Commitment to Every

Learner: A clear commitment to including and championing our Pupil Premium, SEND, and EAL students. Passionate about ensuring all students, regardless of background or circumstance, have the opportunity to thrive academically, socially, and emotionally. Possesses a strong understanding of strategies to support these student groups and is committed to closing the achievement gap.

Leadership Style: A strong communicator and relationship builder who can connect with staff, students, and families to foster a collaborative, supportive, and motivating environment. Can clearly communicate a compelling vision and direction for the school, leading by example and fostering a sense of shared responsibility. A passionate advocate for children's education and a role model for the values you hold dear.

Moston Lane Primary is a community school, with many parents being former pupils themselves. You will benefit from working alongside a committed staff team, a supportive governing body, and an experienced senior management team. We are also part of the Northwest Heads network, providing valuable collaboration and professional development opportunities

If you believe you possess the skills and experience we are looking for, we encourage you to apply outlining your vision for further enriching Moston Lane's strong values and culture.

We look forward to hearing from you!

Yours Faithfully,

Hazel Rock
Chair of Governors

Key Dates

Tours – Tuesday 30th April at 10:30 & Thursday 2nd May at 13:30
Application Deadline – Monday 13th May at 09:00

Shortlisting – Thursday 16th May
Assessment Days – Thursday 23rd May & Friday 24th May
Start Date – 1st September 2024



our mission and curriculum intent

our mission

At Moston Lane Community Primary School our goal is to ensure that everyone is ready to learn, respectful and safe in all their endeavours

our curriculum intent

At Moston Lane, our curriculum is broad and balanced, develops pupils' knowledge and skills and is underpinned by the National Curriculum. Our curriculum is personalised to meet children's needs and prepare them for life in modern Britain.

We ensure that pupils are literate, numerate and high school ready. As a nurture informed school, our curriculum is underpinned by a loving and nurturing ethos, with a focus on supporting the social and emotional development of pupils and families. Through a focus on developing physical health, we enable children to make positive lifestyle choices. Cooperative learning is promoted throughout the curriculum to develop positive relationships based on harmony, tolerance and respect. We aim to raise aspirations, exposing children to what they can achieve with a positive and resilient attitude.

**“ Be the best
you can be”**





ofsted rating: good

“What is it like to attend this school?”

Pupils, including children in early years, at Moston Lane Community Primary School enjoy coming to school. They are ready and keen to learn. Pupils are greeted by welcoming staff. Adults know pupils and their families well. Warm, caring relationships exist between staff and pupils in this diverse community. This helps all pupils and children to feel safe in school.

Leaders are ambitious for all pupils. They have high expectations for pupils' achievement and their behaviour. Most pupils achieve well across a range of subjects. Pupils' behaviour is a credit to the school. They concentrate well in lessons, in the corridors and outside on the playground. Pupils are polite to staff and visitors. Any pupils who need additional support to keep them on task receive it from well trained adults.

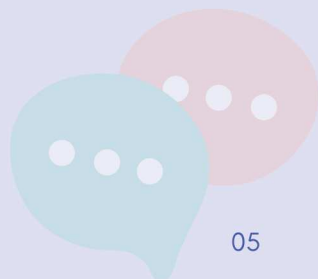


the learning environment

“Thank you for everything over the last 8 years. With your help I have grown into a chatty, smart and happy girl. You have helped create myself for the future. I will miss Moston Lane so much.”

“Thank you for taking care of me and for helping me grow and learn.”

“A little note to tell you how much we will all miss Moston Lane Primary School. From stay & learn, to celebration assemblies, plays and concerts, we have been so welcomed by the school. Our children have flourished under your care, and I am so grateful that Moston Lane has provided such a nurturing and positive environment. Your ability to show how much you care is amazing, and it's no small wonder that the rest of the school is just as kind, thanks to you.”



JOB DESCRIPTION AND
 PERSON SPECIFICATION

Manchester City Council
 Headteacher Job Description
 Moston Lane Community Primary School, Reports to: Chair of Governors
 Salary: L18-L24

MAIN PURPOSE OF JOB

- The Headteacher will:
- Fulfill all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
 - Meet the Headteachers Standards as published by the DfE.
 - Seek to achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
 - Promote and safeguard the welfare of all children and young people within the School, by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff.
 - Ensure that resources are allocated to allow staff to discharge their responsibilities.
 - Ensure that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

GOVERNING BODY PRIORITIES

The School's Governing Body wish a particular emphasis to be placed upon the following:

- 1.Champion Outstanding Teaching and Learning: Foster academic excellence, personal growth, and a lifelong love of learning.
- 2.Visionary Leadership and Continuous Improvement: Provide visionary leadership through a robust school improvement plan, leading in continuous evaluation and adaptation.
- 3.Data-Driven Decision-Making and Goal Setting: Report on progress using data analysis, recommending future priorities based on evidence.
- 4.Collaborative Partnerships for Success: Develop strong partnerships with parents, staff, community, and stakeholders to ensure student success.
- 5.Leading Self-Evaluation and Quality Management: Spearhead a rigorous self-evaluation process with quality assurance and performance management at all levels.
- 6.Empowering Staff for Excellence: Develop, inspire, and motivate staff through professional development, empowering them to raise standards.
- 7.Cultivating a Shared Vision and Ethos: Work collaboratively to cultivate a shared vision for the school's ethos and strategic direction.

CONDITIONS OF EMPLOYMENT

The above responsibilities are in accordance with the current School Teachers' Pay and Conditions Document. It is also subject to any local agreements and LA guidance on interpreting conditions of service.

REVIEW AND AMENDMENT

This job description may be amended at any time after consultation with the post holder. It is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Headteacher but only after full consultation between them. It will be signed if agreement is reached.

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Where the role holder is disabled every effort will be made to supply all necessary support, aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

PERSON SPECIFICATION:

Post: Headteacher
 School: Moston Lane Community Primary School
 Salary: L18-L24 (£71,729 - £83,081)
 Reporting to: The Governing Body of Moston Lane Community Primary School

QUALIFICATIONS AND EXPERIENCE	
Qualifications • Qualified Teacher Status (QTS) • Degree • National Professional Qualification for Headship (NPQH) or be working towards	
Experience • Experience across the primary age range • Successful leadership and management experience in a school • Involvement in school self-evaluation and development planning • A proven record of accomplishment of leading whole school improvement • Teaching experience • Demonstrable experience of successful line management and staff development	

Skills and Knowledge • Data analysis skills and the ability to use data for strategic decision making and target setting. • Ability to develop and communicate a vision and to inspire others to follow it. • Understanding of high-quality teaching based on evidence, and the ability to model this for others and coach others to improve. • Effective communication skills and ability to build effective and professional working relationships.	Personal Qualities • To uphold and demonstrate the Seven Principles of Public Life at all times. • To demonstrate consistently high standards of principled and professional conduct • They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. • A commitment to get the best outcomes for all pupils. • Commitment to maintain confidentiality at all times. • Commitment to safeguarding and equality. • Ability to work under pressure and prioritise effectively.
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HEADTEACHER STANDARDS

Applicants should seek to address each of the **10 Head Teacher Standards** outlined below, providing practical examples and experience from their current and previous role(s) which clearly demonstrates relevant experiences, abilities, skills and knowledge for the post in specific context to Moston Lane Community Primary School. As a broad guideline, the length of the letter of application should be three sides of A4. Font size 11 and curriculum vitae's (CVs) will not be accepted.

Standard One: School Culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- create a culture where pupils experience a positive and enriching school life.
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- ensure a culture of high staff professionalism.

1a	Create, maintain and evaluate the school's mission, values and ethos.
1b	Develop and then maintain a positive atmosphere in school, in whereby all pupils can be themselves, grow and thrive.
1c	Create high expectations for pupils' attainment and progress.
1d	Work with others to make sure pupils' transition into and out of school is smooth.
1e	Develop pupils' skills and knowledge that will prepare them for their next stage in education and life.
1f	Promote, uphold and maintain positive and respectful relationships between staff at all levels.
1g	Promote, uphold and maintain positive and respectful relationships with outside agencies such as Local Authorities, specialist services, Ofsted, education professionals, Governors and parents.
1h	Ensure that staff always behave professionally with all stakeholders including parents, Governors, and external services.

Standard Two: Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- ensure effective use is made of formative assessment.

ETHICS AND PROFESSIONAL CONDUCT

Headteachers must uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers must:

- Build relationships rooted in mutual respect, and always observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual Liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.

As leaders of the school community and profession, Headteachers must:

- Serve in the best interests of the school's pupils.
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.
- Uphold their obligation to give account and accept responsibility.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- Take responsibility for their own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.

Standard Three: Curriculum and Assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- ensure that all pupils are taught to read the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading, ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

2a	Establish and sustain high quality teaching across all subjects and areas of learning.
2b	Provide training, support, advice and guidance so that pupils receive the best possible teaching in each key stage.
2c	Create a culture of staff learning so that their teaching is evidenced and informed regarding how children learn best.
2d	Establish a culture in which teachers try and improve their own teaching through improving their own subject knowledge.
2e	Enable staff to know and identify pupils' common errors and misconceptions and understand how to remediate them.
2f	Establish and maintain high quality teacher demonstrations, explanations and modelling.
2g	Ensure that teachers use assessment to reshape and improve their lessons and teaching.
2h	Ensure that teachers use assessment to reshape and improve their lessons and teaching.
3i	Establish and maintain a curriculum in which pupils, including those with SEN/D, follow the aims and content within each subject identified within the national curriculum (or one with similar ambition).
3j	Set out the knowledge and skills that pupils should gain in each year group, in each subject (and area of learning).
3k	Ensure that disadvantaged pupils through the curriculum develop the knowledge and skills that they need for their futures.

3l	Establish a scheme of work in each subject and area of learning that is well sequenced, progressive and meets well defined points.
3m	Establish and maintain good quality curriculum leadership.
3n	Link subject leaders to professional networks and committees.
3o	Deploy a scheme of work for reading that uses systematic synthetic phonics and develops high quality comprehension and word decoding.
3p	Create systems that ensure valid and accurate summative assessment across each subject and area of learning.

Standard Four: Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- implement consistent, fair and respectful approaches to managing behaviour.
- ensure that adults within the school model and teach the behaviour of a good citizen.

4a	Establish and sustain high standards of behaviour.
4b	Establish and sustain school and class routines that allows pupils to learn, thrive and flourish.
4c	Ensure that pupils are courteous well-mannered, polite and friendly to each other and to visitors.
4d	Implement consistent and fair approaches to managing behaviour.
4e	Develop pupils' pride in their work.
4f	Ensure that there is little or no bullying, no name-calling or unwanted behaviour.
4g	Ensure that adults' model and teach the behaviour of a good citizen.
4h	Ensure that pupils are punctual and attend well.
4i	Ensure that the school builds up positive characteristics such as resilience, problem solving and respect for all.

Standard Five: Additional and Special Educational Needs and Disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- ensure the school fulfils it's statutory duties regarding the SEND code of practice.

5a	Ensure that the school caters for different disabilities.
5b	Ensure that the school has high expectations for pupils with different special educational needs.
5c	Ensure that pupils with SEN/D learn well in each area of learning and subject.
5d	Ensure that the schools works effectively and positively with specialist agencies and professionals such as speech therapy, educational psychologists etc
5e	Create an efficient and accurate system of diagnosing and identifying different types of need.
5f	Provide the support, guidance and reasonable adjustments needed by each SEN/D pupil.
5g	Provide the support, guidance and reasonable adjustments needed by each SEN/D pupil.
5h	Ensure the school's paperwork, information report and documentation conform to statutory requirements and is high quality.

Standard Six: Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

6a	Provide staff with the access to high-quality professional development.
6b	Provide teachers, early in their careers, with the support, mentoring and guidance that they need.
6c	Provide teachers and teaching assistants with development opportunities so that they can develop their careers.
6d	Make clever use of the local and national career and professional frameworks.
6e	Establish and implement a programme to build the school's capacity to improve and succession plan.
6f	Ensure effective delivery of staff training.
6g	Establish effective staff induction programme.

Standard Seven: Organisational Management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and pravity in the use of public funds.
- ensure staff are deployed and managed well with due attention paid to workload.
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- ensure rigorous approaches to identifying, managing and mitigating risk.

7a	Ensure the school complies fully with all health and safety legislation ensuring that staff, pupils' and visitors are safe at school.
7b	Ensure the school complies fully with the Equality Act and Human Rights Act.
7c	Establish high-quality safeguarding approaches so that staff, pupils and visitors to the school are safe.
7d	Establish high-quality safeguarding approaches so that staff, pupils and visitors to the school are safe.
7e	Ensure that public funds are efficiently deployed to the benefit of pupils.
7f	Ensure that procurement practices are fair and transparent.
7g	Ensure that staff are managed well and have manageable workload.

7h	Ensure provision is made for staff wellbeing.
7i	Oversee systems, processes and timetables to allow the school to operate efficiently.
7j	Write, implement and review school policies and procedures.
7k	Ensure that there is a rigorous approach to identifying and managing risk.

Standard Eight: Continuous School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

8a	Self-evaluate the quality of education, personal development and behaviours, and leadership and management in the school. Create a self-evaluation document.
8b	Identify barriers to school progress and implement strategies to minimise barriers.
8c	Create school improvement plans that contain well-focused actions, measurable success criteria, methods of monitoring and clear evaluation.
8d	Oversee a plan to improve the subjects and areas of learning taught in school
8e	Establish strategies to reduce any gaps in attainment or progress between disadvantaged pupils and other pupils nationally.

Standard Nine: Working in Partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

9a	Forge constructive relationships with other providers such as leader schools, receiving schools etc
9b	Forge constructive relationships with parents, carers, neighbours and the local community.
9c	Work constructively and positively with the Local Authority, local services and agencies.
9d	Establish and maintaining professional working relationships with colleagues, professionals and other head teachers.
9e	Learn from and contribute to local networks.

Standard Ten: Governance and Accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- establish and sustain professional working relationship with those responsible for governance.
- ensure that staff know and understand their professional responsibilities and are held to account.
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

10a	Ensure the Governing Body upholds and carries out its statutory responsibilities.
10b	Establish and maintain a professional relationship with Governors.
10c	Enable the committees of the Governing Body to function purposefully.
10d	Ensure that Governors have full access to the information they need to carry out their duties. Ensure documents are accurate and transparent.

The Governing Body and Manchester City Council are committed to safeguarding and promoting the welfare of children and young people. Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).

Do you thrive on building upon a strong foundation and inspiring others?

Our School, a vibrant and family-friendly school with a strong sense of community and established values, seeks an inspiring leader to join our team. Due to the well-deserved retirement of our current Headteacher, the children, staff and governors are seeking a new leader to further enrich our exceptional school culture.

Enhancing a Thriving Community:

- You are a visionary leader who can embrace and expand upon our school's existing values, fostering a caring environment where the welfare of children and staff is central.
- You are a visible, positive, and approachable presence, committed to building a strong sense of collaboration throughout the school community.
- You are passionate about creating a welcoming and inclusive space where all children feel valued and empowered to learn.

Building on Success and Driving Innovation:

- You are a data-driven leader who uses information to refine and elevate existing programs, ensuring all students reach their full potential.
- You are passionate about creating a learning environment that empowers every student to excel, fostering a love of learning and a growth mindset.
- You possess the energy and creativity to drive innovation while also recognizing the value of existing successful practices.

Championing Every Learner:

- You have a clear commitment to including and championing our Pupil Premium, SEND, and EAL students.
- You are passionate about ensuring all students, regardless of background or circumstance, have the opportunity to thrive academically, socially, and emotionally.
- You possess a strong understanding of strategies to support these student groups and are committed to closing the achievement gap.

Leading by Example:

- You are a strong communicator and relationship builder who can connect with staff, students, and families to foster a collaborative, supportive, and motivating environment.
- You can clearly communicate a compelling vision and direction for the school, leading by example and fostering a sense of shared responsibility.
- You are a passionate advocate for children's education and a role model for the values you hold dear.



About Our School

Situated just 5 minutes' drive from the M60, and a 30-minute bus ride from Manchester city centre, Moston Lane Primary School is proud to serve the diverse communities of Moston and surrounding areas. Our school building is set within a generous site. Children benefit from plenty of outdoor space, well-sized classrooms, and dedicated spaces for small group support.

Ofsted Rating: Good

We were last inspected by Ofsted in September 2022 and maintained our "good" rating. Since then, our external outcome measures have continued to improve as we strive to develop our curriculum and provision for pupils ([ofsted.gov.uk](https://www.ofsted.gov.uk)).

Ready to lead a thriving school community? Discover more.

Tours: Tuesday 30th April 2024 at 10:30 and Thursday 2nd May 2024 at 13:30

Application deadline: Monday 13th May 2024 (references will be requested on this date)

Shortlisting: Thursday 16th May 2024

Selection days: Thursday 23rd May 2024 & Friday 24th May 2024 (not all candidates will be required to attend day 2)

Start date: 1st September 2024

To book a place on our tour, please contact Louise Rolfe, Admin Manager & PA to Head;
l.rolfe@mostonlane.manchester.sch.uk

To Apply please submit your application form outlining your vision for further enriching Moston Lane's strong values and culture (covering letters/personal statements should be no more than 2 sides of A4)

We are committed to safeguarding and promoting the welfare of children and young people.

All staff appointments are subject to satisfactory references, social media and enhanced Disclosure and Barring Service checks.

We strive to create a fair and inclusive workplace that reflects the diversity of our school community.



**Moston Lane,
Moston, Greater
Manchester, M9 4HH**

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